

## Darlington Junior High

100 Magnolia Street  
Darlington, SC 29532

**Grades** 7-8 Middle School

**Enrollment** 885 Students

**Principal** Andrea Hicks 843-398-5088

**Superintendent** Dr. Rainey Knight 843-398-5200

**Board Chair** Mr. Warren Jeffords 843-326-5970

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	33	9

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Below Average	Below Average	No

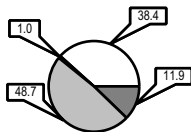
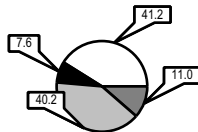
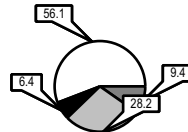
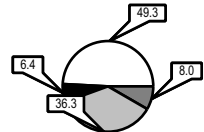
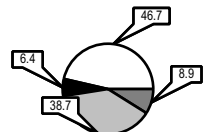
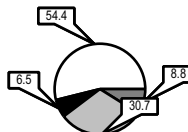
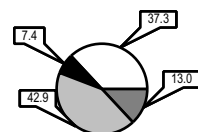
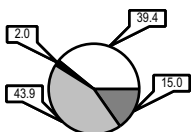
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	100.0	92.1
<b>English 1</b>	100.0	89.3
<b>Biology 1/Applied Biology 2</b>	N/A	52.5
<b>Physical Science</b>	N/A	24.4
<b>All Subjects</b>	100.0	89.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	845	92.5	37.2	48.2	13.0	1.6	23.5	No	Yes
<b>Gender</b>									
Male	439	88.8	43.2	45.4	10.1	1.3	19.6	N/A	N/A
Female	406	96.6	31.2	51.1	15.9	1.9	27.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	253	94.1	18.9	50.9	25.9	4.4	43.9	Yes	Yes
African American	584	91.8	45.3	47.1	7.2	0.4	14.6	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	664	99.5	32.0	52.1	14.7	1.3	26.3	N/A	N/A
Disabled	181	66.9	66.1	27.0	3.5	3.5	7.8	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	845	92.5	37.2	48.2	13.0	1.6	23.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	845	92.5	37.2	48.2	13.0	1.6	23.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	626	91.2	43.0	47.2	8.7	1.1	16.2	No	Yes
Full-pay meals	219	96.3	22.2	50.7	24.2	2.9	42.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	845	92.8	37.5	41.6	12.3	8.7	30.4	Yes	Yes
<b>Gender</b>									
Male	439	89.5	40.0	38.9	11.6	9.5	29.5	N/A	N/A
Female	406	96.3	34.9	44.3	13.0	7.8	31.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	253	94.5	20.5	39.3	21.8	18.3	51.5	Yes	Yes
African American	584	92.0	45.1	42.4	8.0	4.5	20.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	664	99.8	34.0	43.0	13.4	9.6	34.0	N/A	N/A
Disabled	181	66.9	56.5	33.9	6.1	3.5	10.4	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	845	92.8	37.5	41.6	12.3	8.7	30.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	845	92.8	37.5	41.6	12.3	8.7	30.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	626	91.5	43.8	41.3	9.9	5.0	22.3	Yes	Yes
Full-pay meals	219	96.3	20.8	42.5	18.4	18.4	51.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	844	98.6	55.0	28.1	9.6	7.2	16.8
<b>Gender</b>							
Male	438	97.5	57.0	23.4	10.7	8.8	19.6
Female	406	99.8	52.9	33.3	8.3	5.5	13.8
<b>Racial/Ethnic Group</b>							
White	253	98.8	29.9	34.0	19.1	17.0	36.1
African American	583	98.5	66.1	25.4	5.4	3.1	8.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	663	99.7	47.1	33.8	11.2	7.9	19.1
Disabled	181	94.5	84.7	7.1	3.5	4.7	8.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	844	98.6	55.0	28.1	9.6	7.2	16.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	844	98.6	55.0	28.1	9.6	7.2	16.8
<b>Socio-Economic Status</b>							
Subsidized meals	625	98.7	64.3	26.0	5.8	3.9	9.7
Full-pay meals	219	98.2	29.4	34.1	20.1	16.4	36.4

<b>Social Studies</b>							
All Students	844	98.7	48.3	36.2	8.0	7.5	15.4
<b>Gender</b>							
Male	438	97.7	49.9	32.9	6.9	10.3	17.2
Female	406	99.8	46.6	39.8	9.1	4.4	13.5
<b>Racial/Ethnic Group</b>							
White	253	98.8	30.3	38.6	13.7	17.4	31.1
African American	583	98.6	56.0	35.3	5.4	3.2	8.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	663	99.8	42.1	40.5	9.5	7.9	17.4
Disabled	181	94.5	71.6	20.1	2.4	5.9	8.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	844	98.7	48.3	36.2	8.0	7.5	15.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	844	98.7	48.3	36.2	8.0	7.5	15.4
<b>Socio-Economic Status</b>							
Subsidized meals	625	98.9	55.8	34.9	5.4	3.9	9.3
Full-pay meals	219	98.2	27.7	39.9	15.0	17.4	32.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	458	99.6	38.7	46.0	13.9	1.4	15.3
	8	413	100.0	32.4	53.2	12.9	1.5	14.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	442	93.0	38.7	47.9	12.0	1.5	13.5
	8	403	92.1	35.6	48.6	14.1	1.7	15.8
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	458	99.8	43.3	35.3	10.8	10.6	21.4
	8	413	100.0	37.3	41.6	16.5	4.6	21.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	442	92.8	35.8	46.5	12.3	5.5	17.8
	8	403	92.8	39.4	36.0	12.3	12.3	24.6
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	458	99.8	52.0	28.0	9.2	10.8	20.0
	8	413	100.0	45.0	40.6	8.7	5.7	14.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	441	98.6	59.6	24.3	9.6	6.5	16.1
	8	403	98.5	49.9	32.5	9.6	8.0	17.6
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	458	99.6	50.7	34.2	6.8	8.3	15.1
	8	413	100.0	38.6	42.2	11.8	7.5	19.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	441	98.6	61.6	30.0	3.5	4.9	8.4
	8	403	98.8	33.2	43.4	13.0	10.4	23.4

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 885)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	3.7%	No change	12.9%	16.7%
Retention rate	4.6%	Down from 5.9%	3.1%	2.5%
Attendance rate	97.2%	Up from 96.5%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.8%	Down from 8.5%	3.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%	Down from 8.6%	3.2%	1.0%
Eligible for gifted and talented	12.8%	Up from 11.5%	12.3%	15.6%
On academic plans	57.4%	N/AV	48.1%	39.9%
On academic probation	0.0%	N/AV	0.4%	0.7%
With disabilities other than speech	19.8%	Down from 21.2%	13.8%	12.4%
Older than usual for grade	4.7%	Up from 4.4%	7.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 0.9%	0.9%	0.9%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n= 51)</b>				
Teachers with advanced degrees	43.1%	Up from 41.2%	50.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	20.4%	N/A	13.2%	9.1%
Teachers with emergency or provisional certificates	4.8%	Down from 9.3%	9.3%	5.6%
Teachers returning from previous year	81.1%	Down from 84.1%	82.0%	84.6%
Teacher attendance rate	94.8%	Down from 96.2%	94.9%	94.8%
Average teacher salary	\$42,704	Up 5.8%	\$41,468	\$42,267
Prof. development days/teacher	15.2 days	Up from 13.5 days	10.9 days	11.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	3.3	3.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 22.3 to 1	20.2 to 1	21.1 to 1
Prime instructional time	90.3%	Down from 91.6%	89.1%	89.0%
Dollars spent per pupil*	\$5,450	Up 3.2%	\$6,589	\$6,243
Percent of expenditures for teacher salaries*	65.3%	Up from 64.4%	59.2%	59.8%
Percent of expenditures for instruction*	68.1%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.8%	Down from 97.1%	98.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	Down from Excellent	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2005-2006 school year was one of high expectations for staff, students, and parents.

Staff participated in a wide variety of district and school-based staff development and other professional development opportunities. These staff development opportunities included classroom management strategies, using data assessment to drive instruction, Making Middle Grades Work, and various other content specific workshops.

Students enrolled in various levels of instruction in all subject areas including Algebra I and English I. Students who excelled academically were recognized in several ways including honor roll, Junior and Duke Tip Scholars, and National Junior Honor Society. Students participating in athletics were held responsible for maintaining a grade of C or higher in all courses. A year-end awards program and graduation highlighted the accomplishments of these students. Tutorial sessions were available before and after school for students who needed assistance.

Darlington Jr. High School continued to have high levels of parental involvement also. Parents assisted with fundraising projects, PACT testing, and other school activities. They served on various committees and turned out in large numbers for Open House, Parent Conferences, athletic, music, and academic events.

Aurelia Cooper, Interim Principal, 2005-2006

Judith Lambert, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	50	320	99
Percent satisfied with learning environment	39.1%	56.9%	62.9%
Percent satisfied with social and physical environment	43.5%	58.0%	39.4%
Percent satisfied with school-home relations	28.3%	76.7%	65.3%

\*Only students at the highest middle school grade level at this school and their parents were included.